

Biological Anthropology

Sample Syllabus for 5 credit course

Course Developers: Tori Saneda and Michelle Field, Cascadia Community College

Instructor:

Office Hours:

Office Phone:

E-mail:

Contacting the Instructor: I greatly prefer that you contact me first via email, then by phone if need be

How I Respond to Students:

My commitment regarding our online communication:

Our shared communication is vital since I will not see you in person regularly. Therefore, I am online frequently. I am on e-mail throughout the work day on weekdays and at least once per day during the weekend. I am committed to returning your e-mail within 24 hours on a weekday. On the weekend, I usually check it at least once in the morning.

If you do not hear from me in my committed timeframe, this means I have not received your e-mail. I does not mean I'm busy or ignoring you. But, technology can and does fail. I anticipate that you will attempt to contact me via telephone if you receive no e-mail response.

Every e-mail that I send to you as a class is replicated in the announcements, so if you log into ANGEL regularly (which should be as often as you check e-mail) you will see the announcement.

My Expectations of Students' Response:

My expectation of YOUR commitment to our online communication:

First and foremost, you need to have an updated e-mail address in ANGEL. You can take care of this in the Preferences section of ANGEL (the silhouette of the head). Next, I expect that you will be online frequently. Please check e-mail **at least every 48 hours**, and **every 24 hours** during weeks when we have a major assignment due. I know many of you check far more often. If you have a computer or e-mail issue, or if your address is incorrect in ANGEL, **fix it immediately**. I may send a personal e-mail if I need to get in touch with you regarding an assignment, etc. Saying, "I didn't get your e-mail" or, "Sorry, I haven't been checking my e-mail" will not suffice as a reasonable excuse for any course-based situation.

Tori Saneda 6/27/10 1:55 PM

Comment: I left this language in as sample language.

I have also been known to call students, so make sure there is current phone information on file with the college.

Prerequisites: Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG&101

Course Description: Students in this course will explore evolutionary theory, including the core concepts of basic genetics and the modern synthesis of evolution. Students will examine, critically evaluate and explain scientific claims about the origins of humankind and modern human variation as well as biocultural evolution. Students will develop critical thinking and communication skills through the application of essential anthropological approaches, theories, and methods.

The course is divided into 3 units:

Evolutionary Theory: in this unit students will learn about basic genetics, modern evolutionary theory, modern human variation, and the history of evolutionary thought.

Non-Human Primates: In the second unit, students will examine skeletal anatomy, taxonomy, modern non-human primates, primate socioecology, and primate evolution.

Human Evolution: In the last unit, students investigate the origins of bipedalism, encephalization of the brain, and the evolution of hominins.

Teamwork is required for this class.

Course Learning Outcomes:

By the end of the course, students will:

- Illustrate their level of cultural literacy by:
 - Demonstrating a working knowledge of holism (the multiple aspects of humankind across time and space)
 - Interrelating individual experiences and societal forces in the context of anthropology
 - Identifying ethnocentrism through an examination of human variation and cultural diversity
- Demonstrate their critical thinking and problem solving skills by:
 - Recognizing key principles of human biology and behavior
 - Synthesizing and critically assessing anthropological scholarship and claims about humankind and the natural world from an anthropological perspective
 - Recognizing, identifying and addressing possible multiple perspectives on issues related to biological anthropology
 - Drawing conclusions about human behavior that are consistent with anthropological theory

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Comment: Do you think we need this on the syllabus template for the class?

Tori Saneda 6/27/10 2:03 PM

Comment: I rewrote this a little so as not to have it word for word the CCC language

Tori Saneda 6/27/10 2:19 PM

Comment: I reorganized these but didn't rewrite them—it's still CCC language for the most part

- Generalizing from qualitative and quantitative data and assumptions
- Illustrate their level of information literacy by:
 - Searching scholarly research databases and formulating simple research questions
 - Recognizing differences in the quality of information presented in the popular press from that of the scholarly literature
 - Demonstrating the ability to find and evaluate anthropological information in general and scholarly sources with instructor and librarian support
- Show their communication skills by:
 - Conducting fieldwork and observation through the utilization of technology-enhanced simulations or real-world research and presenting their findings through written and/or verbal means
 - Communicating ideas and information that demonstrates an understanding of connections between biology, paleoanthropology, geology, psychology, etc., both verbally and through the written word

Required Texts/Materials:

Dettwyler, Katherine. 1994. *Dancing Skeletons: Life and Death in West Africa*. Long Grove, Illinois: Waveland Press. ISBN-10: 088133748x /ISBN-13: 978-0881337488

Online readings.

Minimum Technical Skills Required:

Technical:

To succeed in an online or hybrid class, you should have:

- Access to a computer (at home, school, or work) that you can use for extended periods of time. This should preferably be in a quiet environment so you can concentrate
- Recommended: Broadband internet access (cable, modem, DSL, or other high speed)
- Firefox 3.0 or later or Internet Explorer 7 or later. Safari and Chrome are not compatible with ANGEL
- Permissions/ability to install plug-ins or class software (e.g. Adobe Reader or Flash)
- Highly recommended: up-to-date anti-virus software
- Highly recommended: review the System Check nugget on the ANGEL home page

Skills:

To succeed in an online or hybrid class, you should have the ability to:

- Navigate web sites, including downloading and reading files from web sites
- Download and install software or plug-ins such as Adobe Reader or Flash
- Use e-mail, including attaching and downloading documents/files from e-mails
- Save files in commonly used word processing formats (.doc, .docx, .rtf)

- Copy and paste text and other items on a computer
- Save and retrieve documents and files on your computer
- Locate information on the internet using search engines

Description of Assignments/Assessments:

Study groups: Each student will be assigned to a Study Group. Study Group teams will be your Debate team and your team for the Public Awareness Campaign. You can work with your study group to complete the guided notes; however, other than the three things listed here, assignments must be completed on your own.

Historical Figure Biography:

What is it? You will do some simple research and write a report on a person involved in the history of evolutionary thought. This activity will help you hone your research skills as well as your communication skills. Plus, we will all get to learn more about an historical figure involved in the development of evolutionary thought.

Where do I find it? Full assignment instructions can be found on ANGEL under Lessons

How do I submit it? The assignment has two parts: an oral presentation and a wiki. 1) For the oral presentation, you will be presenting your History of Evolutionary Thought Biography in class as a 3 minute presentation and 2) for the written portion, you will post the information on a wiki so that other students can access the information in order to complete the Create an Exam – Unit I assignment. For this class we will be using [insert wiki site]. For due dates, see the course calendar for details.

Article Comparison:

What is it? You will locate two articles on one of the following topics: evolution, ethnic-related diseases, cloning, primate ecology, primate evolution, primate intelligence, any hominin, origins of modern humans, or origins of culture. One article must be from a scholarly journal and one from the popular press (both articles must be on the same topic). Once you locate those articles, you will write a critical review of the articles.

Where do I find it? Full assignment instructions can be found on ANGEL under Lessons

How do I submit it? You will submit this assignment on ANGEL under Lessons

Create an Exam:

What is it? You will create exam questions based on the material covered in class. The questions should address major concepts. As you develop exam questions and answers, this assignment allows the instructor to assess your comprehension of the material. There are three "Create an Exam" assignments for the course, one for each unit: Unit I - Evolutionary Theory, Unit II - Non-Human Primates, Unit III - Human Evolution.

Where do I find it? Full assignment instructions can be found on ANGEL under Lessons

How do I submit it? You will submit this assignment on ANGEL under Lessons

Primate Biography:

What is it? For this assignment, you will do some simple research and write a report on a non-human primate. This activity will help you hone your research skills as well as communication skills. Plus, we will all get to learn more about a non-human primate.

Where do I find it? Full assignment instructions can be found on ANGEL under Lessons

How do I submit it? The assignment has two parts: an oral presentation and a wiki. 1) For the oral presentation, you will be presenting your Primate Biography in class on as a 3 minute presentation and 2) for the written portion, you will post the information on a wiki so that other students can access the information in order to complete the Create an Exam – Unit II assignment. We will use the same wiki as used for the Historical Figure Biography. For due dates, see the course calendar for details.

Team Project – Debate:

What is it? You will, in conjunction with your team, participate in a 20-minute in-class debate. For a list of topics, see the full instructions. In order to prepare for the debate, you must fill out a Debate Preparation Sheet (which will be turned in). You will also submit a Works Cited for all supporting materials you used during the debate and a Team Member Evaluation.

Where do I find it? Full assignment instructions can be found on ANGEL under Lessons

How do I submit it? Debates will be completed in class. Your Debate Preparation Sheets, Works Cited, and Team Member Evaluations will be submitted on ANGEL > Lessons. See the course calendar for due dates.

Ethnography Essay & Discussion:

What is it? You will read a biological anthropology ethnography (Dancing Skeletons by Katharine Dettwyler). This assignment has two parts: a critical essay, followed by an in-class discussion.

Where do I find it? Full assignment instructions can be found on ANGEL under Lessons

How do I submit it? The critical essay will be submitted on ANGEL under Lessons. The discussion will be held in-class. See the course calendar for details for due dates.

Public Awareness Campaign:

What is it? You will, in conjunction with your team, create an awareness campaign about a public issue of interest to biological anthropologists. Topics include, but are not limited to: race, peopling of the Americas, origins of Polynesians, development and human health, refugees, malaria, malnutrition, other diseases of development, and potable water. Each group will create a team contract, fact sheet, a conference-style poster, and a 30-60 second public service announcement. You will have a couple of in-class workdays on which to work on your project.

Where do I find it? Full assignment instructions can be found on ANGEL under Lessons

How do I submit it? Your team contract must be submitted to the instructor in-class and must be signed by all team members. Each team is responsible for writing a short outline of the work completed during Team Work Days. This is to be turned in at the end of the Work Day class period.

The Fact Sheet, Poster, and 30-60 second Public Service Announcement will be presented in-class.

A Works Cited, a 500-word written reflection, and Team Member Evaluation must be turned in on ANGEL under Lessons.

See the course calendar for details on all due dates.

Participation:

Participation points are earned by taking part in class discussion, both in-class and online, by asking and answering questions during class, and through in-class activities.

Course Grading Policy:

Grades: Everyone starts out with a 4.0 in this class. It is up to you whether or not you keep your 4.0. You are responsible for your own learning and for improving your learning and self-assessment skills. My feedback will focus on identifying your strengths and weaknesses of your work and helping you identify

areas for improvement. I view learning as a collaborative process and encourage you to meet with me if you have concerns about your standing in the class.

% of Points	Grade	% of Points	Grade	% of Points	Grade
95-100	4.0/A	82	2.7/B-	70	1.5/C-
94	3.9/A-	81	2.6/B-	69	1.4/D+
93	3.8/A-	80	2.5/B-	68	1.3/D+
92	3.7/A-	79	2.4/C+	67	1.2/D+
91	3.6/A-	78	2.3/C+	66	1.1/D
90	3.5/A-	77	2.2/C+	65	1.0/D
89	3.4/B+	76	2.1/C	64	0.9/D
88	3.3/B+	75	2.0/C	63	0.8/D-
87	3.2/B+	74	1.9/C	62	0.8/D-
86	3.1/B	73	1.8/C-	61	0.8/D-
85	3.0/B	72	1.7/C-	60	0.7/D-
84	2.9/B	71	1.6/C-	0-59	0.0/F
83	2.8/B				

By the end of the quarter:

An "A/A-" student will have demonstrated a mastery of all primary and secondary anthropological terms and concepts related to biological anthropology, particularly, an understanding of evolutionary theory, human evolution, and human variation. Additionally, this student consistently and fully participates in class discussion, in-class activities, and group projects.

A "B+/B/B-" student will have demonstrated a mastery of all of the primary and most of the secondary anthropological terms and concepts related to biological anthropology, particularly, an understanding of evolutionary theory, human evolution, and human variation. Additionally, this student regularly participates in class discussion, in-class activities, and group projects.

A "C+/C/C-" student will have demonstrated a mastery of most of the primary and some of the secondary anthropological terms and concepts related to biological anthropology, particularly, an understanding of evolutionary theory, human evolution, and human variation. Additionally, this student generally participates in class discussion, in-class activities, and group projects.

A "D+/D/D-" student will have demonstrated a mastery of some of the primary and secondary anthropological terms and concepts related to biological anthropology, particularly, an understanding of evolutionary theory, human evolution, and human variation. Additionally, this student sporadically participates in class discussion, in-class activities, and group projects.

An "F" student will fail to demonstrate mastery of the primary and secondary anthropological terms and concepts related to biological anthropology. Additionally, this student rarely participates in class discussion, in-class activities, and group projects.

Tori Saneda 6/27/10 3:56 PM

Comment: I deleted the other table because it is specific to CCC

Assignment	Points
Historical Figure Biography	45

Article Comparison	50
Primate Biography	45
Team Project: Debate	80
Ethnography Essay & Discussion	80
Create an Exam (3)	150
Public Awareness Campaign	100
Participation	150
Total points for course	700

Non-graded assessment: Periodically during the quarter, students will be asked to complete short self-assessments for in-class participation. Students may also be asked to complete one-minute papers or other types of recaps to ascertain comprehension of critical material.

Date	Topic	Readings	Activity
Week 1	Class Introduction & The Scientific Method		
	The History of Evolutionary Thought		Historical Figure Bio Presentation <i>DUE</i>
Week 2	Cell Biology & Genetics		Team Contract <i>DUE</i> Historical Figure Bio Online <i>DUE</i>
Week 3	Genetics & Evolution		
	Evolution (Continued) <i>Possible Library Visit</i>		
Week 4	Human Variation & Race		Article Comparison <i>DUE</i>
Week 5	Primate Characteristics, The Living Primates		Create an Exam I <i>DUE</i>
	<i>Team Project Work Day</i>		
Week 6	Primate Ecology &		

	Behavior		
Week 7			Primate Bio Presentation <i>DUE</i>
	Fossils		
Week 8	Primate Evolution		Primate Bio Online <i>DUE</i>
			Debate <i>DUE</i>
Week 9	Bipedalism & Big Brains		Create an Exam II <i>DUE</i>
	Early Hominins		
Week 10	Early <i>Homo</i>		Dettwyler Essay <i>DUE</i>
	Modern Humans		Dettwyler Discussion Forum <i>DUE</i>
Week 11	<i>Team Project Work Day</i>		Create an Exam III <i>DUE</i>
			PA Campaign <i>DUE</i>

Grading: I will try to grade all assignments within one week of submission; however, because I grade specifically to the outcomes, it may take me longer than one week. All grade rubrics with feedback will be returned to students via ANGEL [email](#).

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Comment: You mentioned this section needs work, but I don't know what else to say, so add whatever you feel is needed.

Course Policies/Resources:

Special Note: In this class, we will be talking about controversial topics, such as evolution and race. In entering this learning community, you agree to both listen and speak respectfully. This does not mean that we cannot disagree, but we must all be willing to hear differing perspectives without negating another person's humanity. Learning usually pushes us out of our comfort zones and we must be willing to work through that discomfort in order to engage the material.

Classroom and course expectations: Courtesy and respect is expected of all students. This includes but is not limited to:

- Punctuality*
- Turning off your cell phone (if it rings, I get to answer it)
- Careful listening, including not interrupting others
- No personal conversations during class, especially during student presentations

- Not doing other work during class
- Being prepared
- Active participation in class
- Turning assignments in on time
- Openness to others' opinions
- Quiet eating
- Asking permission to record a class or bring a guest
- Letting the instructor know if you have to leave class early
- Laptops are permitted during class for taking notes or looking up information for ANTH&205 only. Abuse of the laptop policy will result in loss of laptop use for ALL students in the class

* I realize that sometimes things happen that will make you late for class; however, chronic tardiness will negatively impact your grade as will repeat absences since you will miss material.

If you must miss class due to illness of yourself or an immediate family member, please notify me before class if possible or as soon as possible thereafter.

Netiquette: Guidelines for acceptable behavior on the online discussion forums will be established by students during the first week of the quarter. Each student is required to post a guideline to the Discussion Guideline forum. At the end of the first week, I will compile the posts and email the final list to students. See full instructions in ANGEL.

Disability support services: Cascadia Community College provides accommodations and services to qualified students with documented disabilities through Disability Support Services (DSS). Cascadia is committed to ensuring that qualified students with documented disabilities are provided equal opportunity to participate in all educational programs, campus services and activities available at the college. The goal is to fully comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act and Washington State Law (Core Services Act). For more information or to request accommodations, please contact Disability Support Services, 425-352-8860 or 425-352-8399 (TTY). If you have or suspect that you have a disability and need an accommodation please contact the front office in Kodiak Corner at 425-352-8383 to make an appointment with the Disability Support Services. Services and Accommodations through DSS are not retroactive.

Learning Assistance Options: The Open Learning Center provides a place for students to receive assistance with technology that support class assignments. Trained assistants are available to help students individually or in small groups. The OLC is located in CC2-060.

The Math and Writing Center provides trained staff to assist students with math courses and provide opportunities to improve writing, reading, and study skills. Students can receive tutorial assistance on a walk-in basis with assignments for classes in which they are enrolled. The Math & Writing Center is located in CC2-080 / phone 425-352-8243.